

## **ABSTRACT OF PROGRAM**

The Supplemental services program proposed by the Portage Township Schools is based on the Reading Recovery model. The program is offered after regular school hours at the Boys' and Girls' Club in South Haven. For students unable to attend during that time period, a Saturday session is available. Individual students meet with highly qualified teachers for half an hour twice a week. For another half hour all students in attendance gather together for a read-aloud and follow-up discussion. Writing also takes place during this period. Each of the eight to ten teachers works with no more than three students. Curriculum will be based on Indiana Language Arts Standards. Instruction will focus on those standards.

During the read-aloud, one of the teachers will model reading strategies employed by good readers. After some of these sessions, self-selected reading occurs. Children are steered toward appropriate leveled books. It is important that they read independently in order to improve fluency, which in turn aids comprehension. In order to read successfully on their own, they need to read books with which they encounter very little difficulty. Teachers will rotate among the children to listen to them read orally from the book they have selected.

During writing, one of the teachers will model various parts of the writing process such as getting ideas onto paper (drafting), revising, and editing. As students begin their own writing, all of the teachers will circulate and assist children in the various stages of the writing process. This will allow teachers to hold conferences with their individual students and to provide explicit teaching (mini-lessons) focusing on the identified areas of weakness. Throughout this time, teachers will use the 6 + 1 Rubric for Beginning Writers (k-3) to allow teachers to track student progress and to enable students to see what they need to do to improve their writing. First graders will focus on Ideas and Content and Conventions while second graders will focus on Ideas and Content, Conventions, and Organization.

Eligible students will be identified for these services based on several pieces of information including: Teacher Checklist, Rigby Benchmark Test, and Brigance Test. The 6 + 1 Beginning Writers Rubric will be used to identify individual needs in the area of writing while the Traits of an Effective Reader Assessment will help to pinpoint gaps in reading. This information will form the basis for the individual program developed for each student. Because the rubrics used are closely aligned to the Indiana State Standards, it is projected that focusing on the areas of weakness identified through the rubrics as well as the other information gathered will help the Title I students receiving these services to improve their achievement.

Staff training will take place every two weeks. All staff involved in the program will meet with the Project Director to discuss what is going on with their students. During these meetings, research articles will be reviewed and instructional implications discussed. Staff will share ideas on instructional strategies, materials, and equipment, discuss concerns and/or questions regarding students' progress, and offer suggestions to

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one another. The staff meetings will provide an opportunity for the teachers and director to modify and refine the program so that the needs of each student are more adequately met.

The program will be housed at the Boys' and Girls' Club that is located a few blocks away from Saylor Elementary School. The Portage Township Schools' Transportation Department will provide bus service to the Club. If parents are unable to pick up their child immediately after each session ends because of work schedules or other circumstances, the child will be able to stay at the Club with adult supervision.

The emphasis in the program is on reading comprehension and writing. Therefore, many trade books will be used. The teacher will use some books as read-alouds and other books will be used by the children in independent reading. The teachers will model writing using an overhead projector. Students will use the computers for some of their writing. Other writing tasks will be done as paper and pencil activities.

Parents will be asked to attend two evening sessions during which they will be shown some techniques to help their children at home. The staff will demonstrate how to read a book with a child. Parent will learn to point out the title page with the title, author, and illustrator, to "walk" through the book before reading, to predict what might happen next, and to retell a story. In addition, parents will be made aware of the Indiana State Standards so that they better understand what it is that their child is expected to know and be able to do at the end of each school year. It is understood that some parents may be unable to attend evening meetings. Therefore, newsletters will be sent home monthly to all participating families with useful information on how to help their child with homework, the significance of good nutrition and adequate rest, the value in listening to your child and talking "with" her, and the importance of encouraging him. In addition, the educational value of reading with your child as often as possible will be explained.

A monthly report will be sent to each student's classroom teacher. This will indicate the progress made by the student. Teachers will be encouraged to complete a Teacher Comment form whenever the need arises. This will be used to alert the supplemental services staff to any deficiencies observed by the classroom teacher. The program's effectiveness will be evaluated using a variety of information. Of course, children's standardized test scores will be tracked. EdVision assessments are administered throughout the year to second graders. Those results will be analyzed. Report card grades will be reviewed to determine progress in the classroom. In addition, data on attendance and discipline will be compiled. Surveys will be distributed to parents, classroom teachers, and students to determine their perceptions of the program. All of this information will help the staff and Project Director refine the program so that it best meets the needs of all stakeholders involved.